

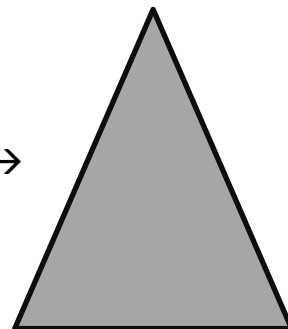
Writing a Conclusion Paragraph for your Social Studies/Language Arts Research Paper

“BASIC” MANDATORY REQUIREMENTS:

- ☑ **must BEGIN with a restated thesis statement that clearly restates the 3 subtopics discussed in your paper. (This is your FIRST sentence.)**
- ☑ **NEVER introduces new details that haven't been discussed already**
 - You don't want frustrate your readers by mentioning some new statistic or fact that you aren't going to thoroughly explain. Your readers shouldn't have more unanswered questions after reading your paper than they did before they began.
- ☑ **Should NEVER insult the reader by saying, “I wrote about...” or “In this paragraph, I will...” or “The purpose of this paper is...”** The reader is smart enough to know what he/she just read, and to realize that you just wrote it in a paragraph or paper.
- ☑ **Must be at least 5-7 sentences.**
- ☑ **Must remind readers of your paper's main focus (the person, the place or the era you researched).**
- ☑ **Should repeat a few main or important details discussed throughout the paper, as a reminder of how that proves what you stated in your thesis.**
 - Make sure you don't repeat it exactly the same and make sure you don't repeat *everything*—you don't want to sound like a broken record.
- ☑ **Should END with something that leaves your readers thinking (This is your LAST sentence!)**
 - this could be a rhetorical question, or a recommendation/urge for action


Where- How do I begin?

Your conclusion paragraph is like a pyramid such as the one shown in the picture to the right. →
Opposite of your introductory paragraph, your conclusion should start with the most specific (narrowest) statements (this is your thesis again!) and should end with broader, more general thoughts (something to leave your readers thinking about.)



Your conclusion paragraph should answer or discuss the following questions:

1. **What transitional phrase would you like to start with?**
 - a. **Examples:** “In conclusion, ...”; “With this in mind, ...”; “As you can see, ...”; “All in all, ...”; “All things considered, ...”; “In summary, ...”; “To summarize, ...”; “Finally, ...”; “In closing, ...”; “As has been noted, ...”; “Overall, ...”; “Indeed...”; “
2. **What did your thesis state?** You need to summarize what your thesis statement said (including each of the three subtopics) without directly repeating the exact the same thing. Add this after the transitional phrase you chose and make this the first sentence of your conclusion paragraph.
 - a. **Example:**



Original thesis from intro paragraph: “Michelangelo was an important artist during the Italian Renaissance time period because of his active early life, spectacular life achievements, and lasting impact after death.”

*****SUMMARIZED/ RESTATED THESIS + Transitional phrase:** “As you can see, Michelangelo's early life led to many impressive life achievements, and therefore left a large impact in history, even after his death.”

3. **What did you know about this person/place/era *before* you researched him/her/it?** (Remind readers of what you wrote in your introduction.)
 - a. **Example:** “Before researching, I thought Michelangelo a Ninja Turtle.”
4. (Add on to that statement). **How would you finish this statement: “... but now I realize ...”**
 - a. **Example:** (“... but now I realize ...”) “Now I realize that he is a very important person in history.”

(You’re going to need to keep adding to that statement and explain why you said that.)

 - b. **Why or how did you realize *that*** [“he was a very important person in history”]? (Refer to #4a.)
Example: (He is a very important person in history “**because**”)
5. Summarize important details. **What are three things you learned while researching this person/place/era (that you discussed in your paper already)?**
Choose one thing from each subtopic and write each one in a complete sentence and/or add it to your “because” statement (#4 above).

Possible “writing formulas” to help you:

Example: He is a very important person in history “**because**”

1 thing from 1 st body ¶	a. because (or, “While researching) (your focus topic) _____’s (subtopic 1) _____, I learned (choose one thing you discussed in your paper from body paragraph #1) _____ and.... / because (add an explanation, elaboration or opinion about what you learned) _____
1 thing from 2 nd body ¶	b. Another thing I learned was that (your focus topic) _____’s (subtopic 2) _____ was/ had/ (choose one thing you discussed in your paper from body paragraph #2) _____ and.... / because (add an explanation, elaboration or opinion about what you learned) _____
1 thing from 3 rd body ¶	c. I also learned that _____’s (subtopic 3) _____, I learned (choose one thing you discussed in your paper from body paragraph #3) _____ and.... / because.... (add an explanation, elaboration or opinion about what you learned) _____

6. **What do you want your readers to do or remember now that they’ve finished reading your paper? Tell them. This needs to be the last sentence of your conclusion paragraph.**

Suggestions/ Options: (1) End with a Question, (2) End by making a future prediction; (3) End with by using and explaining a quotation from an expert, or the person in focus; (4) End with a personal opinion, reflection or comment.

Example 1: “So the next time I hear the name ‘Michelangelo’, I’ll think about the brilliant artist who painted the Sistine Chapel instead of the turtle with nunchucks. Will you?” (**Reflection & question**)

Example 2: Students worldwide will continue to hear about Michelangelo, since he’s definitely an important person in history.” (**Future prediction**)

Example 3: “Michelangelo said that “Every block of stone has a statue inside it and it is the task of the sculptor to discover it” (“Famous Michelangelo Quotes”). Well, through this research, I was able to discover the sculptor behind the statues.” (**Quotation & personal reflection**)

CONCLUSION PARAGRAPH – ROUGH DRAFT RUBRIC

*Each paragraph will be submitted separately.

Name: _____

This rough draft is for my:

☐

Conclusion Paragraph

		Points Possible	Earned
Format:	The paper is typed, in Times New Roman, 12 point font	0.5	
	Paragraph is indented no more than one “tab-button” space. (You should NOT have used the space bar to get the paper to indent; find “tab” on the left side of your keyboard and use that to indent.)	0.5	
	Proper headING in upper left hand corner (your name, teacher’s name, class + period, date due)	0.5	
	Proper headER in upper right hand corner (student’s last name + page number). (You should NOT have manually typed in the page number; you need to use the “header/footer” tool under Word’s “Insert” tab.)	0.5	
	Text is evenly double-spaced throughout the entire paper.	0.5	
	Contains minimum amount of required sentences. (Introduction and conclusion should have minimum of 5-7 sentences each.)	0.5	
Spelling & Punctuation:	There are less than 2 spelling errors in the entire paragraph.	0.5	
	There are less than 2 punctuation errors in the entire paragraph.	0.5	
	<i>**More than 2 errors in either of these areas will highly detract from overall quality of your paper. They may affect the reader’s reading experience by making it difficult to understand, or frustrating to stop and figure it out. You should be able to catch most (if not all) of your own spelling and punctuation errors by using Microsoft Word Processor’s tools (paying attention to the red and green squiggly lines that appear when you’re typing) and also by using your peer editor for assistance.</i>		
Grammar and Sentencing:	All sentences are complete (no fragments).	0.5	
	Sentences were grade-appropriate, incorporating a mixture of simple and complex sentencing.	0.5	
	There is no awkward wording or unclear meanings throughout the paragraph.	0.5	
Conclusion only:	Paragraph begins with a reworded version of the paper’s thesis statement, which identifies the three subtopics that were discussed throughout the paper.	0.5	
	The conclusion effectively and smoothly summarizes the paper and “wraps-up” important ideas, without sounding repetitive or redundant.	0.5	
	The conclusion successfully <u>avoids</u> introducing any <u>new</u> information that wasn’t previously explained.	0.5	
	The paragraph (the paper) concludes with a thought-provoking detail or question to keep the readers thinking.	0.5	
Submission:	*Original draft (handwritten or typed) of this section is stapled on the backside of typed rough draft. Editing marks can be seen on the original draft and corrections appeared to have been made to the typed version before submission for a grade.	0.5	
	Submitted late?	-4 pts	
Total:		8	